2018-2019

EPP Bachelor Performance Report

North Carolina State University

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of the Institution

The College of Education, one of ten colleges at NC State University, is the university's Unit for the Preparation of Professional Educators. Since July 1, 2015, Dr. Mary Ann Danowitz has provided leadership for the unit's 92 licensure programs in 32 licensure areas. All licensure programs are administered and housed in the College of Education with the exception of three programs housed in two other colleges. The College of Education consists of three departments: Educational Leadership, Policy and Human Development (ELPHD), Science, Technology, Engineering, & Mathematics Education (STEM), and Teacher Education and Learning Sciences (TELS).

Special Characteristics

The College of Education at NC State is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. To achieve these goals professional educator preparation programs at NC State focus on in-depth preparation in the candidate's academic teaching field as well as intensive skill development in the teaching of that content. For example, the Department of Science, Technology, Engineering, & Mathematics graduates more STEM teachers than any other university in the state of North Carolina and the Department of Teacher Education and Learning Sciences houses the only STEM-focused elementary education program in the state. Our focus on content and pedagogical practice results in teacher candidates who are mature, professional education leaders who pursue general, content specific and professional knowledge for the purpose of transforming individuals and organizations in the educational context. The College's mission is to lead the way in North Carolina in increasing opportunities for success in education and reducing achievement gaps. Technology is infused in pedagogical and content coursework as part of the teaching and learning processes. Teacher education candidates begin their studies as first-year students and progress through admission to candidacy, admission to the professional semester and finally to program completion. From the first year, faculty members and professional advisors mentor and advise candidates in the specialty areas

in which the pre-service teachers will be licensed. Clinical experiences begin prior to admission to teacher candidacy in the sophomore year, continue in the junior year, and conclude with the year-long student teaching in the senior year. As an integral part of our teacher education programs, technology resides at the forefront both to enhance our students' preparation and to bring the latest advances to public school classrooms in North Carolina.

Program Areas and Levels Offered

The College of Education at NC State offers initial licenses at the bachelor's level in the following areas: Elementary Education, Middle Grades Education (Language Arts, Social Studies, Math, Science), Secondary Education (Mathematics, Comprehensive Science, English as a Second Language), Special Education: General Curriculum, Career-Technical Education (Business Education, Marketing Education, and Technology). The College of Education offers graduate programs in the following areas: Elementary Education (M), Middle Grades Language Arts (M, S, D), Middle Grades Social Studies (M, S, D), Middle Grades Mathematics (M, S, D), Middle Grades Science (M, S, D), Secondary English (M, S, D), Secondary Mathematics (M, S, D), Secondary Comprehensive Science (M, S, D), Secondary Comprehensive Social Studies (M, S, D), Reading (M, S, D), Exceptional Children – Behaviorally Emotionally Disabled, Mentally Disabled, Specific Learning Disabilities (M, S, D), Agricultural Education (M, D), Technology (M, D), Curriculum Instructional Specialist (M, S, D), School Administrator (M, S, D), School Counselor (M, S, D), Instructional Technology Specialist-Computers (M, S, D). In conjunction with the College of Humanities and Social Sciences, the College of Education offers initial licenses at the bachelor's level in the following areas: Secondary English, Second Language Studies – French, Spanish, German, English as a Second Language (add-on), School Psychologist, and School Social Work. In addition to the undergraduate programs the College offers graduate degree programs in the following: Second Language Studies – French, Spanish, in conjunction with the College of Humanities and Social Sciences and in conjunction with the College of Agriculture and Life Sciences the College of Education offers initial licenses at the bachelor's level and graduate degrees in Agricultural Education (B, M, S, D).

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
x	x	

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Our teacher licensure programs have integrated instruction for effectively teaching students with disabilities across the curriculum. In their initial Introduction to Teaching in Today's Schools course, candidates are introduced to meeting the needs of all students - including those with disabilities. During their clinical experience tied to this course, all candidates spend at least one day shadowing the exceptional children teacher in the building and observing how they work with students with disabilities in the regular K-12 classrooms. During their junior year, all candidates review an IEP and explore how to make accommodations for students with special learning needs with regard to instruction and assessment in the classroom. Again, during their clinical experience for this course, they are required to develop and administer an authentic assessment to students while making accommodations for students with disabilities. Finally, during their professional year, all student teachers are required to participate in IEP meetings as part of their student teaching experience. Programs provide candidates, as part of their methods course(s), with instruction in effectively teaching students with disabilities. Finally, candidates have to develop a learning segment that addresses the specific learning needs of their students during their performance based assessment required during student teaching. We are in the process of developing additional special education training outside of the required coursework.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Our teacher licensure programs have integrated instruction for effectively teaching students with limited English proficiency across the curriculum. In their initial Introduction to Teaching in Today's Schools course, candidates are introduced to meeting the needs of all students - including those with limited English proficiency. During their clinical experience tied to this course, all candidates spend at least one day shadowing the English as a Second Language teacher in the building and observing how they work with students in the regular K-12 classrooms. As part of our professional development opportunities for initial licensure candidates we offer Sheltered Instruction Observation Protocol (SIOP) training for working with English Language Learners. Finally, during their professional year, programs provide candidates, as part of their methods course(s), with instruction in effectively teaching who are English language learners. Finally, candidates have to develop a learning segment that addresses the specific learning needs of their students during their performance based assessment required during student teaching. Our programs continue to work collaboratively with the English as a Second Language faculty to integrate evidence based strategies for limited English proficiency students across their curriculum.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning.

The College of Education continuously explores new ways to prepare our candidates to integrate technology effectively into curricula and instruction. Starting before candidates are Admitted to Teacher Candidacy, they are required to complete a Service Learning Project that integrates technology components for effective communication with multiple stakeholders. As well, the elements of universal design for learning are integrated into this course as candidates are composing their first lesson plans for K-12 students. During the 2018-2019 academic year, our College offered over 10 professional development opportunities for candidates to explore in small groups effective ways to integrate technology into their instruction. Within each of our licensure programs all

candidates must successfully complete the edTPA to demonstrate competence in planning, instructing and assessing K-12 student performance. In 2017-2018, the College developed and implemented Digital Learning Competencies that are aligned with the North Carolina Digital Learning Competencies. Throughout their programs, candidate's complete artifacts to demonstrate their novice level understanding and ability to implement the DLCs. Completion of all four competencies (digital citizenship, data and assessment, content and instruction, and leadership) will be required of all candidates in 2019.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

The College of Education continuously explores new ways to prepare our candidates to integrate technology effectively into curricula and instruction. Further, in their junior year during their course on Formative and Summative Assessment, candidates learn to collect, manage, and analyze data using technology. Additionally, the college developed new parameters for all programs which included a technology parameter. Within each of our licensure programs all candidates must successfully complete the edTPA to demonstrate competence in planning, instructing and assessing K-12 student performance. In 2017-2018, the College developed and implemented Digital Learning Competencies that are aligned with the North Carolina Digital Learning Competencies. Throughout their programs, candidates complete artifacts to demonstrate their novice level understanding and ability to implement the DLCs. Completion of all four competencies (digital citizenship, data and assessment, content and instruction, and leadership) will be required of all candidates in 2019.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Elementary Education candidates in the College of Education are required to pass ELM 450: The Arts for Elementary Education. The course is offered each Fall and students complete it prior to full-

time student teaching. The course is designed to prepare candidates to integrate the arts; visual, music, dance, and drama into the content areas. This course is taught by an A+ Arts Education Specialist. Student evaluations of this course have been consistently at or above the department mean.

Explain how your program(s) and unit conduct self-study.

Each August the Offices of Professional Education (OPE) and Knowledge Management & Assessment (KMA) host the college's Professional Education Faculty Meeting. This convening serves as the Unit's annual assessment meeting and is where unit and program data are disseminated and discussed. Based on the data collected from the prior academic year, each program responds to a series of questions related to program continuous improvement. Programs identify areas of strength and areas for improvement and discuss how the faculty will address those areas in the coming academic year. These reports are called Program Snapshots and are a compilation of program and unit data as well as an analysis of that data. Progress toward program goals is monitored on a yearly basis. At the conclusion of the academic year, the OPE and KMA review the program reports and develop a unit report highlighting strengths and areas for improvement and discuss how the college will support the continuous improvement process. During the academic year, the OPE and KMA convene the Council of Education Program Coordinators (CEPC) where initiatives and policy are discussed, developed, and plans for implementation developed based on State Board of Education requirements, policies originating in the NC General Assembly, CAEP requirements, or college priorities.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Currently, all candidates begin field placements during their initial teacher preparation course (ED 204: Introduction to Teaching). This 15-hour experience consists of structured observations in a North Carolina Public School. A second experience for all candidates occurs during the junior year (ED 311/ED312: Classroom Assessment Principles and Practices). During this course candidates

complete approximately 20 hours at a minimum in a field placement where they teach with formative assessment, administer a summative assessment, evaluate data collected from the assessments, and determine instructional decisions based on an analysis of student data. Each program also requires a placement during the methods course. This placement duration varies from 20 hours to 50 hours over the course of a full semester. Elementary education begins their field placements in the sophomore year and completes a placement each year in alignment with their methods courses. Prior to student teaching, these candidates complete approximately 552 hours of field experiences. To ensure candidates are placed in a variety of settings, the college tracks all placements in our assessment system. Each candidate will have a placement an urban, rural, and suburban setting as practicable.

This academic year, the college will engage in a systematic review and revision of all clinical experiences. Among the revisions will be ensuring that all candidates are placed in a low performing school prior to student teaching. We will also work to ensure a field placement each semester as practicable. The challenge for our college is primarily in our middle and secondary programs. Due to the high number of content hours (e.g. math education completes 59 hours of content work outside of our college) many of these candidates are not enrolled in courses in our college some semesters. Ensuring placements for middle and secondary candidates during these semesters are extremely challenging.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Currently, all candidates experience the beginning of the year. Candidates complete their student teaching at the end of April. Candidates are unable to see the conclusion of the school year because they graduate prior to the end of the public school academic year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom	Davis Drive Middle School, Wake County

the Institution Has Formal Collaborative Plans	
Start and End Dates	Aug-18-2018 - continuing into next school year
Priorities Identified in Collaboration with LEAs/Schools	Increasing student engagement; diversity of texts; opportunities for student leadership and amplification of student voice
Number of Participants	75
Activities and/or Programs Implemented to Address the Priorities	Here is an article about what we did: https://ced.ncsu.edu/news/2018/10/29/lighting-a-fire-for-diversity-and-young-adult-literature-through-project-lit/ The purpose of the program was to have middle school students experience and discuss diverse literature while college of education preservice teachers practiced discussions and planning activities for/with middle school students.
Summary of the Outcome of the Activities and/or Programs	Middle school students read 6-10 diverse/multicultural texts Middle school students participated in self-directed book club discussions Middle school students experienced "windows and mirrors" into lives of others through books. College of Education students gained experience in preparing discussion questions for middle school students College of Education students gained experience in facilitating sustained conversations that moved beyond superficial recall with m.s. students College of Education students differentiated their instruction based on their students needs/interests/abilities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rowan-Salisbury School System
Start and End Dates	6/19/2018 - 4/16/19
Priorities Identified in Collaboration with LEAs/Schools	Professional development for K-2 teachers focused on promoting discourse during mathematics instruction
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Project AIM-ED expands the research and development of Project AIM, a professional development (PD) program designed to support elementary teachers in implementing high-quality discourse during mathematics instruction. Project AIM-ED continues the work of Project AIM by (1) adapting the PD program to a more transportable and scalable environment; (2) expanding the PD program to new partner districts; and (3) examining the impacts of the PD program not only on teachers but also on students in the classrooms of Project AIM-ED participants. Here is a link to the project website: https://projectaim.ced.ncsu.edu/.

Summary of the Outcome of the Activities and/or Programs	At this time, we are almost done with data collection for the 2018-2019 iteration of this project. We have not yet analyzed the data from this iteration so we cannot speak to outcomes yet. However, outcomes from past iterations of the Project AIM PD program in other districts have demonstrated that participating teachers consistently grew in their mathematical knowledge for teaching, beliefs about mathematics instruction, and classroom implementation of discourse.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Raleigh Oak Charter School
Start and End Dates	1/14/2016 - 2/16/2019
Priorities Identified in Collaboration with LEAs/Schools	Increasing student diversity
Number of Participants	325
Activities and/or Programs Implemented to Address the Priorities	I conducted their admissions lottery pro bono on Feb. 16, 2019. They have permission from the Office of Charter Schools to conduct a weighted lottery, in which students who qualify for free or reduced lunch status are given a higher probability of admission than other applicants.
Summary of the Outcome of the Activities and/or Programs	Admissions lottery was successfully held. School is using the results to determine admission for Fall 2019.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Raleigh Millbrook High School in Wake County
Start and End Dates	Jan-19 - May-19
Priorities Identified in Collaboration with LEAs/Schools	Provide counseling services to 10th grade students in danger of not passing into 11th grade in hopes of helping them achieve passing grades
Number of Participants	10 NC State students and faculty members

Activities and/or Programs Implemented to Address the Priorities	Six master's degree students in the school counseling track of the Counselor Education program volunteered to provide small group counseling interventions to academically at-risk 10th grade Millbrook students who volunteered to participate. The six volunteer counselors were joined by two other school counseling students who were already interning at Millbrook. Drs. Stan Baker and Helen Lupton-Smith served as NC State coordinators for the program.
Summary of the Outcome of the Activities and/or Programs	The provision of services ended prior to the end of the spring semester at Millbrook, so the effects on the students' academic performance are unknown at this time. Data collected from the NC State students indicated that they received something of value from the experience, and the attitude assessment of the Millbrook students who participated was also positive. The school counselors at Millbrook want us to continue the program next year with a follow-up component for their students who participated this year and also would like us to do the same thing again for another group of 10th graders. Wake County central office school counseling services leaders also support continuation and possible expansion of the program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Carteret County Schools Pitt County Schools Washington County Schools Charlotte Mecklenburg Schools Rowan Salisbury Schools Wilkes County Schools Union County Public Schools BEAM NCVPS Gaston County Schools Hickory Public Schools North Carolina State University Robeson County not currently employed Duplin Head Start ECPPS Charlotte-Mecklenburg Randolph County Schools Community College Nash-Rocky Mount Schools NC State University Charlotte Mecklenburg Mooresville Graded School District Raleigh Charter Charlotte-Mecklenburg Schools Wake County Public School System UNC School System UNC Chapel Hill Cleveland Community College bertie guilford county Public Schools of Robeson County Elizabeth City Pasquotank County Schools Private School

Guilford County Schools NCDIT Wake University of North Carolina- Charlotte Durham NC Charter Schools Durham Public School renewal of license private college Retired Teacher University of North Carolina Wilmington WCPSS Saint Mary's School Bilkent University Continuing Education Tyrrell County Schools UNC system wcpss retired Onslow Transylvania County Graham County Schools Gaston County Center for Responsible Lending Harnett County Schools North Carolina Virtual Public Schools Durham county The Hill Center Stokes County Wilson County Schools WSFCS Hickory City Schools Craven County Schools Year Iredell Scotland County Mountain Island Charter Catawba County Schools Caswell County Schools New Hanover County Schools Clay County Schools NC Virtual Public School Private Catawba Davie County Schools Duplin County Schools Caswell Developmental Center DHHS Nash Rocky Mount Schools Pender County Metrolina Regional Scholars Academy Methodist Home for Children Buncombe County Schools

Dare co. Schools frankin County Schools NHCS Rowan-Salisbury Schools Perquimans County Schools Retired Ashe County Schools Pine Lake Preparatory Lake Norman Charter Rowan - Salisbury Catawba County Onslow County Schools CMS Dare TE21, INC Dare County Schools Franklin County Schools Johnston County Public Schools NC State University College of Education New Hanover Conty Schools thotwave Other North Carolina Virtual Public School Department of Defense Education Agency 1973 1960 1974 Public School Sterling Montessori Charter American Reading Company wayne Charlotte-Mecklenburg School Lee County Schools Winston Salem Forsyth County winston-salem/forsyth county schools Winston Salem Forsyth County School Elizabeth City/Pasquotank Lake Norman Charter Highschool rowan salisbury Carolina Day School Carteret County Wake County Schools Lenoir County Public Schools Edgecombe County Riska Simmons Development ncsu Hoke County Schools Johnston Home washington County PSRC Currently Unemployed

	Pubic Schools of Robeson County Public Schools of Robeson Countg Granville County Public Schools Halifax Robeson caswell Public school of Robeson County New Hanover County Lee County Casa Esperanza Montessori Cumberland County Cardinal Gibbons Warren County Schools EC Dept Warren County Schools Hoke County Wake County Public Schools Union County Albemarle Alliance For Children and Families johnston county The Expedition School - Charter School Book Harvest Grace Christian School Chatham County Schools State DURHAM ACADEMY PRESCHOOL Morganton Day School Cabarrus County Schools Vance County Warren County East Carolina University durham Public Schools 1980 Craven County Nash Rocky Mount Caldwell community college Pitt County Schoola Nash-Rocky Mount Alamance Burlington School System Neuse Charter School Selma Elementary School Academy Of Moore County Cumberland Chapel Hill-Carrboro City Schools Franklin county Chapel Hill-Carrboro/Blue Ribbon Mentor Caswell County Self FPG at UNC-CH DPS current licensed NC teacher / stay at home mom Asheboro City Schools licensed nc teacher

	Hyde County Schools
	Charter
	University of North Carolina
	NC Department of Public Instruction
	BPS
	Davie
	Hertford County Public Schools
	Williamston Primary School
	Casa Esperanza Montessori Charter
	Charlotte
	University of North Caroline in Charlotte
	University of North Carolina at Charlotte
	Casa Esperanza Montessori Charter School
	The Academy of Moore County
	University
	1979
	Casa Esperaza Montessori
	Homeschool Teacher
	The University of North Caroina at Greensboro
	Southwestern Christian University
	Harnett County
	Buncombe
	Caldwell County Schools
	UNC Charlotte
	UNCC
	Friday Institutue
	SACRED HEART PRESCHOOL
	Haywood County Schools
	Dare County
	Independent School
	North Carolina
	UNC College
	Craven County School
	Craven County Public Schools
	Randolph County School System
	Martin County
	Granville County Schools
	Polk
	Teacher Created Materials
	Diocese of Raleigh
	Newton-Conover City Schools
	Stokes County Schools
	Northampton Co Schools
	stokes
	Charter School
	Stokes County Schoolsq
	Halifax County Schools
	Wake County Substitute
	NCDPI
	Vance County Schools
	Northampton
	Sycamore Creek Elementary

	Elizabeth City-Pasquotank County Schools
	Duplin. County
	Grand Oak
	Guilford County School
	Love Justice International
	Lenoir
	Northampton County Public Schools
	Nash-Rocky Mount Public Schools
	Roanoke Rapids Graded Schools District
	Cumberland County Schools
	Macon County
	Macon County Schools
	Person County
	Perquimans
	Transylvania County Schools
	Transylvania
	sampson County Schools
	Sampson County
	Avery
	Yancey County Schools
	Watauga County Schools
	Watauga
	Watauga County Schols
	Davie County
	Watauga County
	Hardin Park Elementary
	Davidson County Schools
	Kathleen Clay Edwards Library
	Rocky Mount Prep
	thomasville city schools
	UNC-Charlotte
	rutherford county schools
	ECSU
	Moore County Schools
	Hertford County Schools
	orange county
	Orange County Schools
	Randolph County
	Harnett Co. Schools
	West Carteret High School
	Project SUCCESS
	Midway Elementary School
	Robeson Co
	International NGO
	New Hanover
	Person
	Wayne County Schools
	Johnston County Schools
	Laney High School/new Hanover
	Raleigh Diocese
	Rockingham County Schools
	Rockingham County

	Wake County Public School System (former)
	Southern Wake Academy
	Nash -Rocky Mount
	Wayne County Public Schools
	Professional Development for Relicensure
	Axios Christian Academy
	Lenoir County
	Elizabeth City Pasquotank Public Schools
	Hill Learning Center
	Elizabeth City-Pasquotank County
	NCAEE
	Raleigh Charter High School
	Yadkin
	State Department
	Cherokee County Schools
	Coopers Elementary
	BCPS
	guilford
	Raleigh Charter High School LEA
	Millennium Charter Academy
	Hickory Schools
	Duke University
	Asheville City Schools
	Gardner-Webb University
	RRGSD
	Wake Forest University
	Covenant Day School
	ECU
	Clay Co. Schools
	Warrenton NC
	Richmond County
	Wake County Public School
	Cabarrus County
	Upchurch Elementary School
	Maureen Joy Charter School
	orange
	Cleveland County Schools
	Wake County NC
	Carteret County Public Schools
	Brunswick County Schools
	Endeavor Charter School
	Buncombe County
	Carteret
	Envision Science Academy
	Roxboro Community School
	Davidson
	UCPS
	North Carolina Community College System
	St. Stephens Lutheran School
	Franklin County School
	Fayetteville State
	Beaufort County Community College

	Hertford County
	none
	Rutherford County
	Falls Lake Academy
	Voyager Academy
	Lenoir County Schools
	Avery County Schools
	Sugar Creek Charter School
	DHHS Caswell Developmental Center
	Roanoke Rapids Graded Schools
	American Renaissance School
	Gates
	Caswell Center
	Nash Rocky Mount Public Schools
	Education Resource Group
	NEA
	Education Consultant for Education Resource Group
	Central Park School for Children
	Person County Schools
	Sallie B. Howard School for the Arts and Education
	High Point University
	Helena Elementary School
	Wayne County
	Onslow County
	WCPS
	1986
	Union County Public School
	Cleveland County
	Elon University
	Columbus County Schools
	Watauga County Public Library
	NCAIS
	Caldwell
	Wilson Co. Schools
	Rocky Mount High School
	Cabarrus
	Literacy Partners
	Personal Tutor
	Chatham
	Northampton County
	Lexington City Schools
	Bertie County Schools
	Franklin Acadmey
	scs
	Durham Publich Schools
	Greene County
	St. Andrews University
	Eliabeth City Pasquotank Public Schools
	Greensboro Day School
	Koontz Intermediate-Buncombe County Schools
	NC Charter Schools-Person County
	Mecklenburg

	1696
	Bertie county
	Teach for America
	Bertie county public schools
	North Carolina School of Science and Mathematics
	Cumberland County School System
	St. Timothy's school
	Robeson County Board of Education
	4
	McDougle Middle School
	Charter Public Schools
	Technology and Innovation Laboratory
	Union County Public Schools, NC
	Higher Education
	Chapel Hill - Carrboro City Schools
	Moore County
	Pine Lake Preparatory School
	Cherokee County
	Northside Elementary
	Yadkin County
	CHCCS
	Harnett
	East Wake Academy
	White Oak Elementary
	Chapel Hill Carrboro City Schools
	Roanoke Rapids City Schools
	Charlotte Mecklenburg & CPCC
	Professional development
	McDowell
	Franklin Academy Charter School
	Hyde County
	UNC
	Durham Public Schoools
	NCDPS
	Iredell Statesville Schools
	Cumberland county school
	Duplin County
	McDowell County Schools
	Winston Salem Forsyth County Schools
	James B. Dudley High School
	Winston Salem/Forsyth County Schools
	NC charter school
	Nash/RockyMount Schools
	NHA
	State of North Carolina
	Gates County Schools
	North Davie Middle School
	1965
	Bladen Community College
	Pasquotank County
	YMCA of the Triangle
	Cornerstone Treatment Facility

	Winston-Salem Forsyth County Schools
	Johns Hopkins Center for Talented Youth
	WS/FCS
	Holly Springs Christian School
	The John Crosland School
	Union County Schools
	University of NC at Charlotte
	Quality Education Schools
	The STEAM Museum And Learning Center
	Martin County Schools
	Wingate University
	North Stokes High School
	Haywood
	Creative Minds Academy Inc.
	Surry County
	Pender County Schools
	Friday Institute-NC State University
	MK Educational Research & Practice, LLC
	Stanly County Schools
	Davidson County
	NC Public Charter
	Hyde County School
	Bearfield Primary School
	Homeschool
	Chapel Hill Carrboro Schools
	National Heritage Academies
	Burke County, NC
	Burke County Public Schools
	Orange Co Schools
	Burke County
	Durham County Public School
	Brevard College
	Orange County School
	Charlotte-Mecklenburg Schools (Charlotte, NC, US) [77064]
	ABSS
	Brevard Academy
	Elizabeth Pasquotank County Schools
	Lenoir County Public Schools -
	Emerson Waldorf School
	Beaufort
	CCS
	Burke
	Pender
	Hertford
	Burke County Schools
	NC Dept of Public Instruction
	Hoke
	Marion ELem
	Clinton City School
	East Wake Academy Charter School
	Polk Schools
	Pamlico County Schools

	hayesville elementary school
	North Carolina New Teacher Support
	Beaufort County
	UNC-Chapel Hill
	Cherokee Central Schools
	1970
	Franklin County Public School System
	Oak Hill Elementary
	Montgomery County Schools
	Durham County Public Schools
	Roanoke Rapids Graded School District
	1978
	260
	1985
	Edgecombe County Schools
	Beaufort County Schools
	VIPKID
	Charlotte Preparatory School
	Elizabeth City-Pasquotank Public Schools
	Elizabeth City Pasquotank
	Central Elementary
	lake norman preschool
	1944
	Rocky mount Prep school
	Retired Educator
	Invision Services, Inc
	NC Charter School Haywood Co
	Franklin County/ Franklinton Elementary School
	University of NC at Pembroke
	School
	Burke County Public Schoo
	Long Branch Elementary
	Palm Beach County
	Franklin County Public Schools
	Weeksville Elementary School
	Alderman Road Elementary
	Parent of dyslexic children
	Warsaw Elementary/Duplin County Schools
	Diocese of North Carolina
	NA
	Cherokee County school
	Swain County Schools
	Scurlock Elementary
	Pattillo Middle
	Buncombe County School System
	Edgecombe County Public School
	Lion ABC Tutoring
	Haywood County
	Hayesville Elem.
	McDowell 590
	Clay County School District
	Newton Conover City Schools

	Mattamuskeet Elementary Clay County Edgecombe Couny Schools Newton Conover Schools Shuford elementary Elizabeth City-Pasquotank Elizabeth City- Pasquotank County Elezabeth City Pasquotank Hazelwood Elementary Johnston County Public School self employed Independent Vance Haywood Co Durham County Schools Granville County Jackson County Schools Campbell University caldwell county Nash-Rocky Mount School Cherokee County NC PACE W.A. Young Elementary Pasquotank/ECPPS Ashe NRMPS forsyth Winston Salem Public Schools of Robeson County Public Schools of Robeson Union Elementary School Weldon city school Burke Co. Public Schools Fairburn School Winston-Salem Forsyth County Wilson County Quality Education Academy Jackson County School GRANVILLE Division of Education The Expedition School Swift Creek Elementary Durham Public AIM Academy District 4 Guilford Couny Franklin Academy Surry County Schools Union/Sampson County School
Start and End Dates	10/5/2018 - 5/15/2019
Priorities Identified in	Built on research-based models of effective professional development, professional learning communities, and online communities of practice, MOOC-Ed courses focus on authentic, project-

Collaboration with LEAs/Schools	based learning, collaboration, and peer-supported learning, rather than tests and grades that are needed in other types of MOOCs. In the 2018-2019 school year, the following courses were offered: Teaching Foundational Reading Skills Learning Differences Teaching Mathematics with Technology Problem Solving in the Digital Age Teaching Statistics with Data Investigations Teaching Statistics through Inferential Reasoning Teaching the Beauty and Joy of Computing Course Coaching Digital LEarning
Number of Participants	744
Activities and/or Programs Implemented to Address the Priorities	Built on research-based models of effective professional development, professional learning communities, and online communities of practice, MOOC-Ed courses focus on authentic, project-based learning, collaboration, and peer-supported learning, rather than tests and grades that are needed in other types of MOOCs. In the 2018-2019 school year, the following courses were offered: Teaching Foundational Reading Skills Learning Differences Teaching Mathematics with Technology Problem Solving in the Digital Age Teaching Statistics with Data Investigations Teaching Statistics through Inferential Reasoning Teaching the Beauty and Joy of Computing Course Coaching Digital LEarning
Summary of the Outcome of the Activities and/or Programs	Some courses are still ongoing. However, at least 607 registrants accessed the course, 448 were active, 158 earned a certificate of completion.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Raleigh Charter HS
Start and End Dates	Aug 2017 - May 2019
Priorities Identified in Collaboration with LEAs/Schools	Digital Health; 1:1 planning
Number of Participants	15

Activities and/or Programs Implemented to Address the Priorities	Created a policy for Digital Health for adoption by students and faculty. Created a committee of students, teachers, and administrators focused on use of technology and digital health in the school
Summary of the Outcome of the Activities and/or Programs	Policy adopted by students and faculty. Presentation for parents and the school community. Ongoing committee of students, teachers, and administrators
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Person County Early College High School for Innovation and Leadership
Start and End Dates	Oct-2018 - Mar-2019
Priorities Identified in Collaboration with LEAs/Schools	STEM and Literacy, PBL
Number of Participants	6 teachers and 65 students
Activities and/or Programs Implemented to Address the Priorities	Conducted teacher professional development on Project-Based (PBI) Global and supported the teachers to implement PBI Global on the STEM topic of global water and sanitation October 2018 -March, 2019.
Summary of the Outcome of the Activities and/or Programs	Students conducted a public showcase for the school and community members on their global water and sanitation research projects.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Public Schools
Start and End Dates	9/4/2018 - 6/4/2019
Priorities Identified in	Goals were to build the Latinx pipeline of teachers and administrators

Collaboration with LEAs/Schools	
Number of Participants	18
Activities and/or Programs Implemented to Address the Priorities	The Wake County Latinx Affinity Group meets monthly. NCSU faculty co-facilitate this group with Rosa Rangel of Wake County. During meetings we mentor, provide information and research talks, and invite speakers who encourage them and inform their practice. This group has served to encourage teachers to remain in the field and mentored them, providing strategies for upward mobility in the Wake County School District.
Summary of the Outcome of the Activities and/or Programs	The outcomes have not all been realized in our first year, however 2 teachers have reported being encouraged to remain teachers when they were considering a change in profession. Teachers also report enjoying the fellowship and connections formed by meeting in the Latinx Affinity Group. We anticipate that this group will take traction and connect with larger groups Statewide and nationally, that teachers will become empowered to be promoted to APs and principals, and that they will encourage others, including students, to undertake a career in education.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Person County Schools, including Roxboro Community School (Charter School)
Start and End Dates	3/27/2019
Priorities Identified in Collaboration with LEAs/Schools	Increasing scholarship opportunities for students wishing to attend NC State, UNC-Chapel Hill, and UNC-Greensboro
Number of Participants	8
Activities and/or Programs Implemented to Address the Priorities	Students apply for the scholarship and a committee comprised of alumnae of the aforementioned schools interview students and submit names to the administrators of the ALB Scholarship, including alternates.
Summary of the Outcome of the Activities and/or Programs	We sent forward two names from the charter school and 3 from Person High School. We have not heard the results.
LEAs/Schools with whom the Institution Has Formal	Vance County

Collaborative Plans	
Start and End Dates	10/1/2018 - 5/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Increasing STEM achievement
Number of Participants	400
Activities and/or Programs Implemented to Address the Priorities	Assessing the impact of the use of virtual reality in science instruction. Our team is examining how using virtual reality technology in science impacts students' interest and career aspirations in science. We are researching whether or not the perceived presence influences students' use of virtual reality technologies. In addition, we are assessing changes in students' science self-efficacy as a result of using virtual reality technologies.
Summary of the Outcome of the Activities and/or Programs	Data is still being analyzed.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Start and End Dates	5/18/2019
Priorities Identified in Collaboration with LEAs/Schools	Professional development aligned with the NC Digital Learning Competencies
Number of Participants	53
Activities and/or Programs Implemented to Address the Priorities	A one time event was organized to bring together speakers with expertise in effectively integrating technology into K-12 instruction. Durham Public Schools teachers were invited to attend sessions aligned with their interest and receive continuing education credits aligned to the NC Digital Learning Competencies. https://www.eventbrite.com/e/teaching-in-the-digital-age-tickets-57221266348
Summary of the Outcome of the Activities and/or Programs	Teachers received practical tips for effectively integrating technology into their instruction and how to adapt engineering and design concepts for classroom activities.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NCSSM (both the Durham campus and the soon-to-open Morganton campus)
Start and End Dates	11/1/2018 - 12/31/2019
Priorities Identified in Collaboration with LEAs/Schools	STEM, Curriculum planning and development, Student experience planning and development, school-business partnerships
Number of Participants	Hard to tally -- dozens of direct participants and hundreds of indirect; contact me for more details
Activities and/or Programs Implemented to Address the Priorities	The Friday Institute is working with the North Carolina School of Science and Mathematics (NCSSM) to advance the planning process for NCSSM's new campus in Morganton, NC. The ultimate goal is to operationalize the academic program and student experience for the new campus. The Friday Institute Team designed and is facilitating an inclusive process that engages key constituents from NCSSM and the broader K-16 community, business and industry, and other critical stakeholders of the institution. The overarching themes guiding this critical work are to create an efficient, effective, and sustainable program while conforming to the spirit of one institution, two campuses.
Summary of the Outcome of the Activities and/or Programs	Academic Program -- Six-part plan for Effective & Innovative Pedagogical Practices, Academic Sequences, Mentorship and Internship Program Structure, Course Sequences, Course Crosswalk, and Governance, Student Experience -- Living and Learning Model with a Wellness Component
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Warren County Middle School Conway Middle School STEM Early (Vance) Rocky Mount Middle School
Start and End Dates	feb. 2018 - Feb. 2020
Priorities Identified in Collaboration with LEAs/Schools	Provide engaging STEM experiences for students Increasing awareness and knowledge of STEM fields and careers Increase students' and support teachers' STEM content knowledge and skills
Number of Participants	200
Activities and/or Programs Implemented	The Sustaining STEM Career Clubs project will support approximately 160 students each year (40+ at each site) at 4 rural, high-poverty middle schools: 1. Warren County Middle School, 2. STEM Early High School in Vance County, 3. Rocky Mount Middle School, and 4. Conway Middle School in Northampton County. The funding will provide support for teachers to run the clubs, bus transportation home, two college visits each year for students in each club, and

to Address the Priorities	participation in the STEAM Expo in the Research Triangle Park (http://www.rtp.org/about-us/us2020/) and two college visits per year. These schools have large percentages of students who are underrepresented in STEM. Link to site: https://sites.ced.ncsu.edu/stem-career-awareness/
Summary of the Outcome of the Activities and/or Programs	Students participated in 12 2-hour STEM Club meetings per year, 2 teacher professional development day/year, and 2 college visits. We are in the process of collecting evaluation data.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Pitt County School District
Start and End Dates	8/15/2018 - 8/14/2019
Priorities Identified in Collaboration with LEAs/Schools	STEM
Number of Participants	184
Activities and/or Programs Implemented to Address the Priorities	Activity description: Students learned genetics concepts through an immersive game-based learning environment that supported individualized learning through an intelligent tutoring system.
Summary of the Outcome of the Activities and/or Programs	Teacher outcomes: Development of CS conceptual knowledge and instructional strategies. Student outcomes: CS conceptual knowledge, programming skills, develop productive collaborative problem-solving strategies.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Public School System
Start and End Dates	8/15/2018 - 8/14/2019
Priorities Identified in Collaboration	STEM/CS

with LEAs/Schools	
Number of Participants	218
Activities and/or Programs Implemented to Address the Priorities	Description of activities: 4th and 5th grade students collaborated on pair programming activities as they learned computer science concepts through block-based visual coding.
Summary of the Outcome of the Activities and/or Programs	Teacher outcomes: Development of CS conceptual knowledge and instructional strategies. Student outcomes: CS conceptual knowledge, programming skills, develop productive collaborative problem-solving strategies.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Barkalow Middle School and Eisenhower Middle School, Freehold Township Schools, NJ; Highland Middle School, Harnett County, NC Campus Middle School, Horizon Middle School, Infinity Middle School, Cherry Creek School District, Denver, CO
Start and End Dates	9/15/2016 - 8/31/2019
Priorities Identified in Collaboration with LEAs/Schools	The use of middle grades' mathematics learning trajectories and associated classroom diagnostic assessment tool (Math Mapper 6-8) to complement LEA's ongoing efforts to move all students toward meeting the Common Core State Standards in Mathematics, and to enable deeper learning in classrooms by encouraging teachers to use formative assessment strategies. Project emphasis on deepening teacher knowledge around how students acquire skills and knowledge in a content domain over time can be instrumental for addressing key gaps and/or strengthening knowledge and skills to move students toward mastering learning goals connected to broader competencies. A broader vision for this work would be that information from the trajectories may better inform instructional decision-making and planning for teachers and may also result in better and more targeted feedback for students from teachers.
Number of Participants	9252 (over the course of the entire project, number includes students and teachers)
Activities and/or Programs Implemented to Address the Priorities	Provide participating teachers with up to two (2) days of professional development, prior to the implementation of the unit. Topics will include: an introduction to Math Mapper, an unpacking of select learning trajectories, training on how to use Math Mapper, training for reviewing MathMapper's diagnostic assessment data with: a) Students in a classroom, and b) Teachers in a Professional Learning Community (PLC) setting. Members of research team and grade level facilitators at each participating school meet to align the curriculum with the Math Mapper assessments and determine a schedule for delivering and administering assessments. Provide access to Math Mapper and assessments available in line with the schedule established in the Curriculum Alignment exercise. Teachers review Math Mapper 6-8 assessment data in the following settings: a) in the classroom with students who have taken an assessment, in a reasonably close time relative to test administration, and b) In monthly meetings with other grade-level math teachers. Subsets of participating teachers and students were involved in intensive design studies around

	the following topics: a) statistics, b) ratio, and c) percents. Access to Math Mapper https://www.sudds.co/ Access to Project website https://sudds.ced.ncsu.edu/
Summary of the Outcome of the Activities and/or Programs	Students benefit from becoming partners in the assessment process; learning to review and resubmit responses to questions, to recognize gaps in their own learning, and to address these gaps by practicing. Their classrooms benefit because the assessment data is used immediately to more specifically and efficiently target instruction to meet the needs of students. Teachers also strengthen their content knowledge, knowledge of student thinking based on empirical research, and their strategies to revise instruction in response to data on student thinking. Preliminary data analysis using data from one of the partner schools suggests that student scores on Math Mapper are significantly and strongly correlated to scores on the North Carolina End-of-Grade (EOG) mathematics assessment. Additional analysis into the growth of EOG scores suggests that teachers who administer and students who take more Math Mapper assessments have increased growth in EOG scores from the previous year.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Person County Early College for Innovation and Leadership Wake STEM Early College
Start and End Dates	1/5/2019 - 2/27/2019
Priorities Identified in Collaboration with LEAs/Schools	engage in globally-focused, collaborative inquiry with students and teachers
Number of Participants	65
Activities and/or Programs Implemented to Address the Priorities	PBI Global - January-February, 2019 on Every Drop Counts: Global Water and Sanitation Issues
Summary of the Outcome of the Activities and/or Programs	Students engaged in four weeks of PBI Global, focused on Goal 6 of the UN Sustainable Development Goals. The students' inquiry culminated with a PBI Global showcase at the end of February 2019 in which students shared their "Every Drop Counts: Global Water and Sanitation" inquiry projects with over 150 community members from Person County and Wake STEM.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County, Durham County, Johnston, Cumberland, Robeson
Start and End Dates	9/1/2018 - 7/30/2019

Priorities Identified in Collaboration with LEAs/Schools	STEM enrichment four year college preparation underserved students - grades six through twelve
Number of Participants	360
Activities and/or Programs Implemented to Address the Priorities	Our program provides STEM enrichment/exposure and four year college preparation through a Saturday Academy program (11 Saturdays), a math/science competition day, a STEM career exposure event, an awards day, and a 2 week summer camp.
Summary of the Outcome of the Activities and/or Programs	All students participated in our Saturday Academy or our summer camp. 315 students participated at least in the Saturday Academy program which equals 50 hours of contact per student on our campus. In addition, 43 seniors graduated and all of them will matriculate to a two year or four year institution of higher learning. 83% of our senior class are planning to major in a STEM field in college.

II. CHARACTERISTICS OF STUDENTS
A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	155
Female	565
Race/Ethnicity	**Number**
Hispanic / Latino	64
Asian	23
African-American	92
American Indian / Alaskan Native	2
Native Hawaiian / Pacific Islander	1
White	474
Multi-Racial	30
Student does not wish to provide	17

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian	1	Asian	8

	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic/Latino	1	Hispanic/Latino	4
	Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	34	White	182
	Multi-Racial	3	Multi-Racial	14
	Not Provided	2	Not Provided	12
	Total	44	Total	227
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	3
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	4

Part-Time					
	Male			Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian	1	Asian	4
	Black, Not Hispanic Origin	21	Black, Not Hispanic Origin	29
	Hispanic/Latino	3	Hispanic/Latino	5
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	60	White	101
	Multi-Racial		Multi-Racial	
	Not Provided	2	Not Provided	8
	Total	87	Total	147
Residency	Asian		Asian	

	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten						
Elementary	16	26				
MG	22	13	13			
Secondary	10	5	9			
Special Subjects			7			
EC						
VocEd	4	1	65	1		
Special Services						
Total	52	45	94	1	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCSU	214	84	65
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in **2018-2019**.

LEA	Number of Teachers
Wake County Schools	1,613
Johnston County Public Schools	316
Durham Public Schools	164
Charlotte-Mecklenburg Schools	135
Guilford County Schools	114
Winston Salem / Forsyth County	73

Schools	
Union County Public Schools	55
Harnett County Schools	52
Chapel Hill-Carrboro City Schools	52
Alamance-Burlington Schools	49

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,215.45
MEAN SAT-Math	613.94
MEAN SAT-Verbal	612.87
MEAN ACT Composite	27.09
MEAN ACT-Math	26.00
MEAN ACT-English	*
MEAN CORE-Combined	509.68
MEAN CORE-Reading	180.26
MEAN CORE-Writing	169.52
MEAN CORE-Math	171.59
MEAN GPA	3.44
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	48	30	30	100	30	100	30	100
M.G. Language Arts	18	12	11	91	11	91	11	91
M.G. Math	14	7	6	100	6	100	6	100
M.G. Science	7	6	5	100	5	100	5	100
M.G. Social Studies	20	12	11	100	11	100	12	100
English	16	8	6	100	7	100	7	100
Math (grades 9-12)	17	14	12	100	12	100	12	100
Science (grades 9-12)	20	8	6	100	6	100	6	100
Social Studies (grades 9-12)	5	3	2	*	2	*	2	*
Spanish	6	1	1	*	1	*	1	*
Marketing Education	1	1	1	*	1	*	1	*

Business Education	1	1	1	*	1	*	1	*
Technology Education	5	1	1	*	1	*	1	*
Institution Summary	162	94	83	99	84	99	85	99

* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.

**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	15	52	8	4	2	1
U Licensure Only						
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree						
U Licensure Only	49	20	2	6	0	1
Residency						
	1 semester	**2 semesters**	**3 semesters**	**4 semesters**	**5 semesters**	**6 semesters**
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	**Appointed part-time in professional education, full-time in institution**	**Appointed part-time in professional education, not otherwise employed by institution**
68	36	22

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:5

K. Teacher Effectiveness

Institution: NC State University

Teacher Effectiveness

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of "developing" to "distinguished." Effective 2010–2011, at the end of their third year beginning teachers must be rated "proficient" on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include "does not meet expected growth", "meets expected growth", and "exceeds expected growth." Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.

*Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	59.5%	37.3%	N/A	316	167
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808

Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	N/A	52.6%	44.5%	N/A	308	175
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	0.3%	1.6%	64.3%	33.4%	N/A	308	175
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:	N/A	1.9%	57.9%	39.2%	N/A	316	167
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808

Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		1.9%	64.0%	33.1%	N/A	308	175
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	22.6%	56.8%	20.6%	287	196		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		